

Map of Thematic Learning at Elementary School in the Pandemic Period (Study at Jakarta, Depok, & Tangerang Areas)

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Abstract

The Implementation of online thematic learning during the Covid-19 pandemic created significant obstacles for teachers, students and parents. This research is focused on the implementation of thematic learning in elementary schools. This research is focused on the implementation of thematic learning in elementary schools in the DKI Jakarta, Depok, and Tangerang areas, with research sub-focus: 1) Teachers' understanding of implementing thematic learning in elementary schools, 2) Teacher obstacles in implementing thematic during a pandemic. Research using descriptive qualitative research. The survey was conducted on 48 teacher respondents, namely class I and II teachers in five schools in the Jakarta, Depok and Tangerang areas. Data collection was carried out through focus group discussions between researchers, teachers and school principals. The results showed that the teacher's constraints in carrying out thematic learning were teaching materials, time constraints, and when online learning was not optimal so that when offline they had to repeat lessons given online. The implication of this research is that it can provide information and knowledge for education practitioners in implementing ideal online learning and obstacles during the Covid-19 pandemic, so that it can be a way out if similar obstacles occur in the future.

Keywords: *Thematic learning; elementary school; pandemic covid-19*

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Introduction

The implementation of education in Indonesia has undergone various pattern changes, including the implementation of the 2013 curriculum which has changes in the implementation process. The implementation of the 2013 curriculum in elementary schools applies the thematic learning concept. Thematic learning is a learning concept that is presented through themes so that learning is holistic, not separated from each subject. This learning facilitates students to gain knowledge as a whole and connected to each other, not divided by each scientific field (Wahyuni et al., 2016; Haji, 2015)

Learning strategies during the pandemic were carried out in order to strive for the effectiveness of online learning, the effectiveness of the online learning strategies chosen by teachers in improving learning outcomes, what obstacles teachers face during the online

learning process, and also what efforts can be made so that learning runs smoothly. online thematic can run effectively (Yunica et al., 2022; Mayangsari et al., 2022)

Based on the monitoring and evaluation of the implementation of thematic learning in schools that are pilot projects of the Ministry of Education and Culture conducted by the Curriculum and Books Center in 2018 it shows that 60% of schools that become pilot projects still have not implemented thematic learning in accordance with the required standards.(Sisdiana et al., 2020) Ideally, thematic learning is carried out in an integrated manner between the Basic Competencies of different subjects and learning is carried out on an activity-based basis. But in reality, teachers still teach subject-based themes.

Thematic learning that has been applied in schools is still found to have various problems, including the application of thematic learning in lower grades at the elementary school level. The results of (Sukiniarti, 2014) research state that the obstacles experienced by teachers in implementing thematic learning in low grades include the difficulty of teachers in developing thematic lesson plans compared to lesson plans in the field of study, especially in determining methods, and in preparing evaluation questions, teachers find it difficult to determine the media from each a predetermined theme, most teachers need to discuss with fellow teachers to determine the theme with the right method. Other studies also reveal that class teachers also still experience difficulties in implementing lesson plans in the learning process, in assessing thematic learning class teachers also still have difficulties using skills assessment instruments (Muskania, 2019)

The obstacles related to the implementation of the characters in the 2013 curriculum are actually a form of teacher adaptation to the new curriculum, especially the rapid curriculum changes in line with the demands of teachers to always be competent and professional under any conditions (Ulum and Mukhlisina, 2017). On the other hand, the Covid-19 pandemic has also affected teachers in carrying out thematic learning processes in schools.

Previous research revealed the implementation of thematic learning could not be carried out ideally as in normal situations/before the Covid-19 pandemic occurred, where learning was carried out more separately and not integrated between subjects as integrative thematic learning should have been carried out (Ananda et al., 2021), teachers still do not understand the development of thematic learning devices in accordance with regulations (Damayanti & Muhroji, 2022), Allocation of time with learning steps, a lot of learning is incomplete (Rante et al., 2021), students tend to have difficulties when participating in online learning, teachers have difficulty explaining learning, facilities and infrastructure are inadequate (Juarsa et al., 2022), the obstacle in strengthening the empowerment of character education in thematic learning is the lack of understanding of approaches in implementing character education in thematic learning (Salim, Nur Agus, 2020). In general, the learning strategies applied in various countries are online learning. This is in accordance with what is reported in all studies that can be used as a literature review (Mayangsari et al., 2022)

Based on the above background, it is important to map out problems related to thematic learning that is carried out online, offline, or in combination. The objectives of this study are: 1) Analyzing the implementation of thematic learning in elementary schools, 2) analyzing teacher barriers in implementing thematic learning during the pandemic

Methodology

This research uses descriptive qualitative research. The research subjects were 48 elementary school teachers in Jakarta, Depok and Tangerang. The survey was conducted on 48 teacher respondents, namely grade I and II teachers in five schools in the Jakarta, Depok and Tangerang areas. Data collection was carried out through observation, in-depth interviews and FGDs with grade I and II teachers. The investigative procedure was carried out through a survey of target schools, from making instruments, grand tour observations, explaining the purpose of the investigation and arranging schedules with the school principal

for interviews, and FGDs with teachers and school principals. The research was conducted from August 2020 until completion (July 2022)

The validity of the data was carried out through technical triangulation, namely through focus group discussions between researchers, teachers and school principals. Data analysis was carried out through the stages of data reduction, data display, and verification. The data analysis technique uses thematic analysis which is described as figure 1.

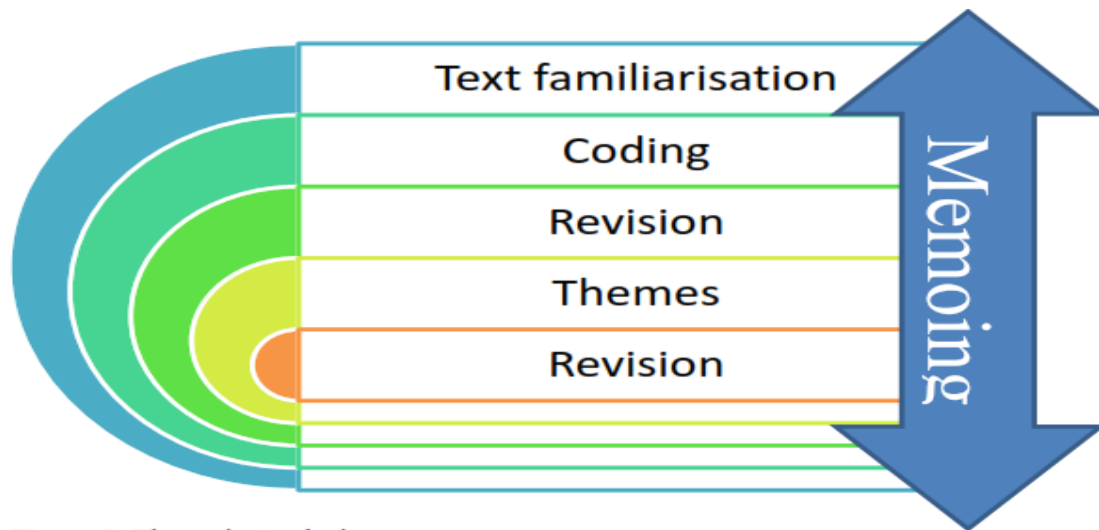


Figure 1. Thematic Analysis(Archer, 2018)

Result and Discussion

Results

Implementation of thematic learning

Regarding the teacher's assessment of the implementation of the assessment, it is seen from the integrated aspect in the thematic net of meaningful learning, active learning, facilitating children's interests and in accordance with child development. The instrument developed consists of 47 questions that have been tested for validity and reliability, the results obtained 6 points are declared invalid and 41 questions are declared valid. Then the instrument was distributed to 48 teachers consisting of 5 schools in the DKI Jakarta, Depok and Tangerang areas.

Table 1. Implementation of Elementary Thematic Learning During the Pandemic in Jakarta, Depok, and Tangerang

	Implementation	2020	2021	2022
1	Online	45,8 %	25 %	15,2 %
2	Offline	8,3 %	12,5 %	33,3 %
3	Combination	48,5 %	62,5 %	62,5 %

Based on the survey, data also found that 72.9% of schools provided teaching materials that could be accessed by students via the internet during the pandemic, and 87.5% compiled simple online teaching materials.

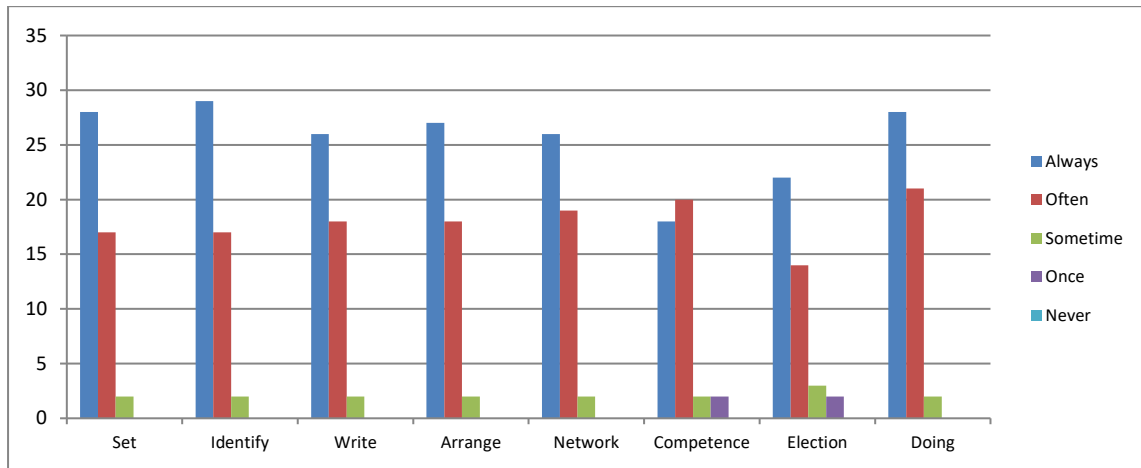


Figure 1. Graphics of thematic Learning Implementation integrated with the theme net

Figure 1 shows a graph of the implementation of thematic learning in elementary schools in the integrated aspect of the theme network, which shows that all indicators are in accordance with the established criteria, namely all supporting elements are dominated by the respondent's option.

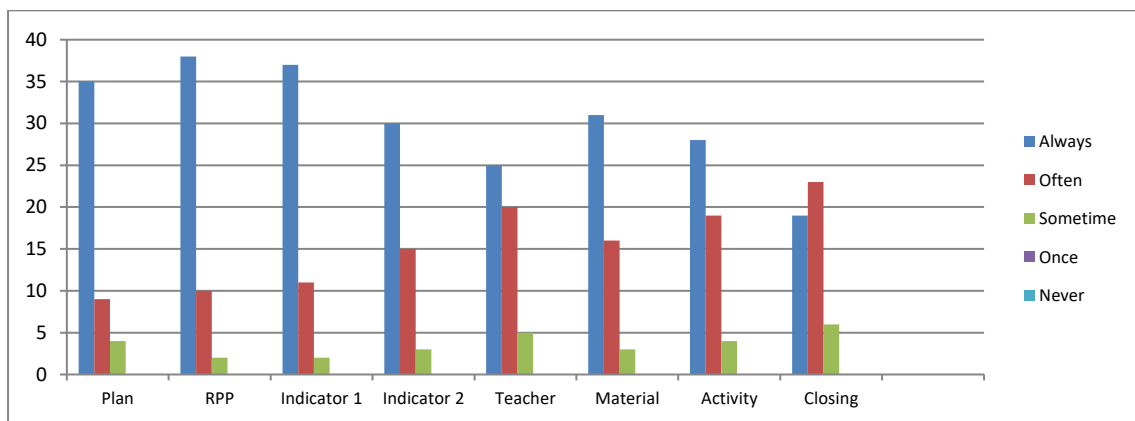


Figure 2. Graph of Meaningful Learning Implementation

Figure 2 shows a graph of the implementation of thematic learning in elementary schools on the aspect of meaningful learning which shows that all indicators are in accordance with the established criteria, namely all supporting elements are dominated by always and often in meaningful learning.

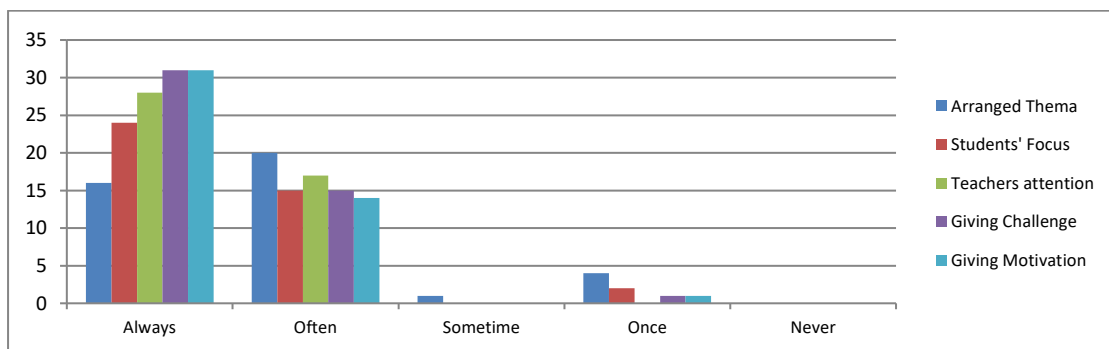


Figure 3. Graph of Thematic Learning Implementation in the Aspect of Facilitating Children's Interests

Figure 3 shows a graph of the implementation of thematic learning in elementary schools during the pandemic on the aspect of facilitating children's interest which shows that all indicators are in accordance with the established criteria, namely all supporting elements are dominated by respondents' choices on the always and often options.

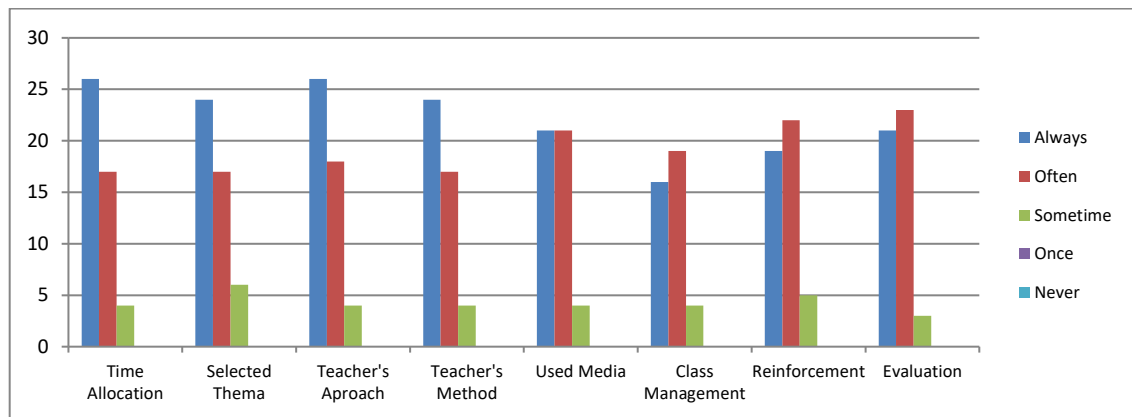


Figure 4. Graph of Implementation of Thematic Learning Aspects of Paying Attention to Child Development

Figure 4 shows a graph of the implementation of thematic learning in elementary schools during the pandemic on the aspect of paying attention to child development which shows that all indicators are in accordance with the established criteria, namely all supporting elements are dominated by the respondent's choice of always and often options.

Barriers to teachers in implementing thematic learning during the pandemic in elementary school. As stated above, the implementation of learning in elementary schools uses online, offline, and a combination. Based on survey data and FGD with teachers in Jakarta, Depok and Tangerang, it was found that:

Constraints during online learning are: (1) Lack of availability of thematic teaching materials that make it easier for teachers to integrate several subjects, (2) Delivery of material is not optimal, (3) Student assessment is not optimal, and (4) Study time is very short. Obstacles during face-to-face/offline learning are: (1) When online learning is not optimal, so when offline you have to repeat learning given online, (2) Children do not understand in receiving material because of cutting hours of study, (3) Thematic books whose contents are too short often make it difficult for parents to educate their children, (4) Teachers have difficulties in developing material because they are not yet skilled at using book preparation technology, (5) Teachers still rely on printed books whose contents are short (do not meet the needs of children's growth and development and do not update themes), (6) Limiting the number of students in the class makes the material map difficult, and (7) Time is limited so that the material cannot be completed as expected.

Combination Constraints are (1) The material presented sometimes has to be repeated so that in several meetings only the same material is discussed, (2) Some children sometimes underestimate the assignments given by the teacher and are late in submitting assignments, (3) Insufficient material, (4) Teacher difficulties in sorting basic competencies for thematic integration needs, (5) Difficulties in the form of student assignments, (6) Difficulties in achieving student understanding on several subjects, (7) Conducting 2 learning sessions which are quite draining, (8) Collaborating learning methods offline and online sometimes confuse teachers, (9) It is difficult for children to get used to studying combinations, (10) Difficulties in developing appropriate learning methods, (11) Difficulties in preparing media, (12) Teachers have to repeat material that students cannot understand, especially when online, (13) Teacher difficulties in compiling teaching materials, (14) Parents and students often complain about

too many assignments, (15) Some students skip assignments and do not do assignments for various reasons, (16), many student assignments are reduced, (17) most of student assignments are done by parents, (18) Mapping the depth of teaching materials, and (19) preparing more teaching materials and must be more varied which demands teacher creativity.

Discussion

The implementation of the thematic approach has a very strong relevance to the level of development of elementary school-aged children who are in the concrete operational phase. Through learning with a thematic approach, elementary school children will be invited to learn according to their world, namely learning that is close to the context of their daily lives and experiences. In this regard, it is very important for elementary school teachers to understand philosophically the importance of a thematic approach to the learning process in elementary school (Boyraz & Türkcan, 2020). Because without understanding the philosophical basis of thematic learning, it is feared that the learning process carried out by teachers is only to fulfill school administration requirements and curriculum demands (Ananda & Fadhilaturrahmi, 2018).

The 2013 curriculum has the characteristics of thematic learning. Thematic learning can actually involve children in discussing concepts related to the theme. The discussion became the basis for the core activities. This also supports the creation of 21st century learners who have good communication competence and can think critically. Indications that the implementation of thematic learning in accordance with the actual thematic nature (child-centered and deep) is thought to have an influence on children's communication and critical thinking skills (Sopacua & Rahardjo, 2021).

The implementation of thematic learning in the 2013 curriculum in its implementation cannot be completely perfect, because thematic learning adapts to the characteristics of students and conditions in the field. Based on the results of observations and interviews in schools, the obstacles found in the implementation of thematic learning in the 2013 curriculum include: (1) Teacher books and student books provided for deepening the material are still lacking so teachers still need to develop and deepen them. (2) In the implementation of thematic learning, some teachers are still lacking in developing approaches, methods and learning media, because they are still used to old learning. (3) Writing report cards in a descriptive manner, in addition to making the teacher's task more difficult, also makes students' parents feel dissatisfied, because student learning outcomes are not in the form of grades. (4) Thematic learning in the 2013 curriculum cannot be carried out in fat classes, because it is related to class management (Yuniasih et al., 2014).

The use of thematic learning models has implications for the process of creating learning and learning situations in which students study several subjects in an integrated manner in one unifying theme. This integration will make the concepts or skills in the subject more meaningful for students (Ariyanti et al., 2019). The things that the teacher must pay attention to in the implementation of thematic learning that the teacher must pay attention to are as follows. 1) Not all subjects must be combined, (2) it is possible to combine basic competencies across semesters, (3) basic competencies that cannot be combined, do not force them to be combined, (4) basic competencies that are not covered by certain themes must be taught properly. through other themes or presented separately, (5) learning activities are emphasized on the ability to read, write and count as well as the cultivation of moral values, (6) the selected themes are adjusted to the characteristics of students, interests, environment and local area.(AM et al., 2018)

The results of learning observations showed that the teacher had carried out learning well, but related to the component of strengthening the material with the scope of character values, it was still not visible. Teachers have implemented character education but in the form of activities and examples (Veronika & Dafit, 2022). such as inviting prayer to develop religious values and several activities to develop discipline. Another finding shows that of the

character values contained in the lesson plans, not all of them appear in the learning carried out. The materials were not modified, such as for example in mathematics content, the teacher had provided a problem-solving process through contextual questions but the teacher stopped after the students managed to get the correct answer (Ford, 1974). Supposedly, these questions can be developed by adding other questions related to the character. The findings above indicate that related to the implementation of character education in the thematic learning of the 2013 Curriculum, teachers have implemented a strategy for implementing character education but it is not yet optimal. In this case, the teacher carries out more character education indirectly, meaning that the teacher becomes an example or becomes an example for students by acting according to ethics and character (Diputra, 2018).

Experience in initial implementation will assist teachers in preparing and developing thematic learning according to the characteristics of students and schools. So there needs to be special attention to classroom teachers who will teach thematic learning. (Sofiana et al., 2019) The frontline in this learning is the teacher, if the teacher does not understand the concepts and materials well (Sutarto et al., 2020; Azmy, 2020), then learning will also be neglected. Increasing professional competence related to thematic learning is not the responsibility of teachers alone, the government and educational institutions must also think about it. Improving the quality and competence of teachers can be done through workshops, training and seminars. The urgency of this quality teacher is that the main program towards quality schools is continuous teacher training. This expression gives a clear picture of how important a teacher is in the advancement of education and the nation. Efforts to improve the quality and professionalism of elementary school teachers deserve attention as a demand for the quality of learning in creating quality students. The key is in the hands of professional teachers, so thematic learning will run well (Alnashr, 2018; Darling-Hammond et al., 2020).

Learning using e-learning brings progress and innovation in the education process in Indonesia during the COVID-19 pandemic. Online learning through internet media is an extraordinary leap of progress, because simultaneously all schools hold teaching and learning activities through online media (Erawati et al., 2021; Dhawan, 2020). However, there are several obstacles because it is an emergency solution to overcome a fairly long pandemic. (Fauzi & Asri, 2021) There are obstacles that come from within the teacher and students themselves, there are also those from their environment. The findings of this research are in line with (Nolan et al., 2022) that the pandemic has forced students and educators to transition quickly, so this "forced" transition changes the position of students and the role of educators in the new educational ecosystem. Barriers to implementation include space and time constraints, inadequate training, student behavior problems and low self-efficacy (Martyn et al., 2022). Therefore, there are several solutions that need to be developed so that teaching and learning activities can run smoothly (Amalia & Sa'adah, 2020).

Conclusion

The implementation of thematic learning during the Covid-19 pandemic in elementary schools has met the criteria for the aspects that have been set and are included in the high category, (2) Teacher barriers in implementing thematic during the pandemic include teaching materials, limited time, and when online learning is less than optimal. The writer suggest that: facilities and infrastructure which include teaching materials, media, teaching aids, must be fulfilled or equipped at every level of education, and there is a need for training for teachers on how to prepare lesson plans, determine teaching aids, as well as appropriate media with themes that have been selected from the combined subjects. The novelty is to provide information to see the magnitude of the problems and constraints in implementing thematic learning and priority solutions that can be applied to a location through the efforts of the school (teacher, principal), and parents and organizations to improve and improve the quality of basic education in Indonesia.

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